



## Lamar University – M.Ed. in Educational Technology Leadership

### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
<b>EDLD: 5306</b>	<b>Concepts of Educational Technology</b>	<b>A. 6 hrs. B. 6 hrs.</b>

Description of the Assignment/Performance Tasks (see Appendix I)	
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li> </ol> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and</li> </ol>	<p><b>A.</b> Students will complete all parts of each Technology/Leadership self-assessments and thoroughly document the results as required. Students will thoroughly summarize key ideas of each section of their State's Technology Plan and describe their State Technology Curriculum Standards.</p> <p>See attachment A:</p> <p><b>B.</b> Create a blog and wiki reference document  <a href="http://pastartz.blogspot.com">http://pastartz.blogspot.com</a>  Attachment A is posted there.</p>

<p>strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	
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Attachment A. Weekly reflections:

Week 1 Reflection:

The assignments this week have provided the opportunity for self-evaluation and the evaluation of the school, state, and national technology plans. This week of intensive evaluation has given me the opportunity to take stock of my personal skills, and the school district's local technology plan as it compares to the Texas Long Range Plan for Technology and the National Technology Plan. After completing the readings, I feel as though I have been to technology pep rally. I needed that, I have let district budget woes weigh down and diminish my enthusiasm for all the windows and doors to learning that technology offers our students.

I have not had the opportunity to really read the books at this point, but I found the standard that the LoTi evaluation was geared to assess on page 8 of ISTE's ***Technology Facilitation and Leadership Standards***. According to the authors, Jo Williamson and Traci Redish, a technology leader will, "Demonstrate knowledge, skills, and understanding of concepts as related to technology (as described in the ISTE NETS-T)." I am looking forward to refreshing and enhancing my current technological skill levels so that I may better serve students and staff in my school district.

The reflection activities after each evaluation provided a time for me to focus on myself in relation to my job responsibilities. According to Don Hall's, ***technology director's guide to leadership***, "Active reflection is one of the areas where all leaders can continually improve. By nature, most of us are doers...in the process of doing, we usually spend very little time stepping back to see what was done.", p. 36. While I do keep a calendar of notes to document daily milestones, it appears Mr. Hall is suggesting I add reflective notes to the process notes in order to better evaluate goal attainment.

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Williamson, J. and Redish, (2009), ISTE's Technology Facilitation and Leadership Standards, p.8.

Hall, D. (2008), the technology director's guide to leadership: the power of great questions., p. 36.

## Week 2 Reflections:

This week, has been both a continuance of the evaluation phase of the local technology plan, local teacher self-evaluations summarized within the Texas Star Charts, and an opportunity for skills demonstrations and growth.

The local technology plan and Star Chart results indicate a need for additional technology integration training. Teachers have the necessary equipment. Technology integration professional development is provided annually in August in and as needed. Although most of the teachers use their Mobi's and document cameras daily, the online Moodle and most student interactive response systems sit idle. My leadership strategies need to expand to a level that enables me to "sell" the tools so teachers will need them and want to get the next level of technology integration regardless of current statewide assessment performance and whether or not district administration requires it.

ISTE's 2009 *version of the Technology Facilitation and Leadership Standards* makes a basic assumption,

*Today, with the widespread proliferation of computers and connectivity, technology operations and concepts are viewed somewhat differently. Educators are more likely than ever before to acquire at least some basic technology proficiencies outside the school environment, p. 19.*

It is important to note that not all teachers and students in our district have internet access, even dial-up. In our rural area, satellite and wireless to homes are very expensive services while DSL availability does not even extend to the edge of town. This is a key reason for the delayed adoption of computer related tools by our staff. The other key factors: The majority have been out of college for more than 15 years. They value pre-technology methods; they do not see the need to integrate technology beyond its bookkeeping abilities. When district administrators are able to advertise multiyear TEA exemplary performance on statewide assessments, it is very difficult to insist teachers do things in new ways. I can show them new tools, how to easily create a classroom Moodle site that has built in assessment capabilities, and wow them with clickers, but there is limited administrative support for changing successful methods.

In *the technology director's guide to leadership: the power of great questions*, author Don Hall states, "A key responsibility of any leader is the development and management of an organization's or team's vision. The presence of a powerful vision is what allows an organization to reach its goals.", P. 41. When the *No Child Left Behind* Project was defunded on the national level, and the Texas State Board of Education removed the requirement for Technology Applications courses, it removed the funding reasons for teachers and students to need to increase technology integration levels.

The course readings uphold my belief that technology is the key to future success for the young people in our classrooms today. My hope is that through research, acquisition of new leadership skills, and sharing my knowledge directly with my superintendent (site mentor), we can determine a path through the current impasse.

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Williamson, J. and Redish, T., (2009), ISTE's Technology Facilitation and Leadership Standards, P.19.

Hall, D. (2008) ISTE's, the technology director's guide to leadership: the power of great questions, P. 41.

### Week 3: Reflections:

According to ISTE's *Technology Facilitation and Leadership Standards* book, published in 2009 and written by Jo Willimson and Traci Redish, "In TF/TL Standar I, the performance indicators highlight that technologists must be able to enact technology concepts as found in the NETS.T and to stay informed about current and emerging technologies," p. 7. This week's readings explained why the Web 2.0 tools, Blogs, Wiki's, RSS feeds are not just nice, but necessary tools for today's teachers, students and administrators. The assignments gave me legitimate useful reasons to re-visit these tools from the context of the "cloud" rather than a school intranet. These are explorations that I have needed to begin in order to determine how I might help teachers and administrators stay abreast of new technology tools that might streamline their daily work processes and improve their curriculum delivery.

I am also reading, *the technology director's guide to leadership*, written by Don Hall and published by ISTE in 2008. I have been the Technology Director at Falls City ISD for almost 20 years. The early years were easier in the sense that TIF grants provided a sense of direction and funding to achieve the goals the district administration and community wanted to achieve. In the years since that funding source disappeared, and of late, the disappearance of the technology allotment, and rural initiative grants, it is going to be extremely difficult to maintain the level of technology integration that was attained. It is going to be an extreme test of leadership to continue to grow technological integration in the face of reduced budgets and staff RIF mandates. I embarked upon the acquisition of my Master's certification in Educational Technology Leadership because I want to improve my leadership skills and technical skills. According to Mr. Hall, I "have taken that all-important first step on your personal journey into improving your leadership skills."

With my internship application and my site mentor agreements submitted, the next major hurdle will be the completion of the internship plan with my mentor. This is an opportunity to evaluate where I am as a technology leader in relation to where the technology standards say I need to be. It will be a good thing in the long run.

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Williamson, J. and Redish, T., (2009), ISTE's Technology Facilitation and Leadership Standards, p7.

Hall, D., (2008), ISTE's the technology director's guide to leadership: the power of great questions, p.11.

### Week 4: Reflections:

During this week of research and reporting, I have learned about a new classroom tool, a Wordle and an employment tool, a Curriculum Vita. I learned about these new tools even as I concentrated on finishing the research and reporting for the Technology Blog and locating all the information that needed to be included in my Curriculum Vita.

The Technology Blog Report enabled me to evaluate the content of Mr. Guhlin's blog and associated web site. In the process, I discovered that it provides a wealth of knowledge about most educational technology topics and many of the most popular educational technology tools. I have enjoyed reading his articles whenever I find them, this research afforded me a chance to discover the person behind them. Mr. Guhlin's blog is a good technology resource for a teacher or a technology coordinator.

A Wordle is a tool that converts a list of words into an amazing graphic jumble of the words in the list. The more times the word appears, the larger it gets. It is a fun tool to use in almost any class or organization to start discussions, jumpstart vocabulary reviews, and subtly emphasize the importance of words in the context of a discussion. According to the site, web2teachtools.com, everything is screened and students will never be able to create or come upon inappropriate Wordle's.

A Curriculum Vita is a document utilized by the student to list education and experience. It provides more information than a resume. It is useful early in the internship process as an evaluation tool to pinpoint weaknesses in skills, leadership, and training so that the intern can address these areas during the course of his/her program of study. According to the second edition of the *School Leadership Internship: Developing, Monitoring, & Evaluating Your Leadership Experience*, published in 2005 by Eye on Education, it is an important first step, i.e. it is the first item mentioned in the book. I am unclear about how much to put into the document and the format in a couple of places, although I have tried to clarify those questions utilizing the textbook as recommended by Dr. Cummings.

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Guhlin, M. (2011), Around the Corner-Guhlin.org at <http://www.mguhlin.org>, May 3, 2011.

(2009), Wordle, a Web 2.0 tool for developing 21st Century learning skills retrieved on May 8, 2011 from <http://www.web2teachingtools.com/wordle.html>.

Martin, G., Wright, W., Danzig, A., Flanary, R., Brown, F., (2005). *School Leadership Internship: Developing, Monitoring, & Evaluating Your Leadership Experience*, Parsippany, NJ:UB Communications, Eye on Communications, Inc., p. 1.

Week 5 Course Reflections:

In reflecting upon the experience of planning out the next eighteen months of activities for my internship, I enjoyed the process even though it was very stressful experience. The process allowed me to reflect upon what I have learned, not just in the last five weeks, but also in the last nineteen years of being a technology director/network administrator/teacher/grant writer. This combined knowledge has been applied to develop a plan to improve the learning environments for the students attending Falls City ISD. Reading educational technology and network administration articles in addition to software and hardware manuals has been a career long endeavor that has proven valuable in practice and in developing my field-based plan. It is a practice that will continue; however, I see that I not only need to read the articles, but reflect upon them considering how I can utilize the knowledge in my daily work. I have also found that it does not hurt to read instructional methods and strategies books.

The continuing E-RATE program in addition to previous county wide projects test my abilities to coordinate and manage large projects even as they afford the opportunities to collaborate with people not just within our community, but on a larger county and statewide level. I work hard to be ethical in every aspect of every collaborative agreement, from promise through the complete implementation; i.e., contacting, ordering, installation, documenting, training, budgeting, and final reporting. I continue to work hard to ethically carry out my daily duties. It is difficult to uphold ethical standards without the ability to enforce the acceptable use policies that are in place. The effort has created some tensions with key members of the administrative staff. As part of my future learning experiences, I will need to focus learning new consensus building communication skills as I continue to grow technology integration skills that will enable our staff to teach students in the mediums to which they respond.

Where technology and personal communication are concerned, the acquisition of the best skills utilized in the most fluent way possible is what makes projects and relationships successful. Lifelong learning habits of acquiring new knowledge and communicating this knowledge to my peers, students, and family are what will make or break, not only technology projects, but personal relationships as well. To be successful in my professional and personal life, I will have to cultivate life learning habits and communications skills. One of these is in the area of journaling, i.e. reflecting upon everything almost daily. The next eighteen months will prove whether or not that will make a difference in the outcomes of my field experience plans.